ACCESS AND INCLUSION: TVET THROUGH ICT-BASED INFORMATION AND LEARNING SITUATIONS

BY

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INTRODUCTION

- Technology Haves and Have-nots
- Technology and Economic growth
- Development through innovations, especially with ICT
- Information basic to knowledge.
- Knowledge gained through experience, association or through formal education and training
INTRODUCTION

- Application of knowledge gained separates Haves from the Have-nots.
- ICT important in education because of communication of information during instruction which accompanies education.
- ICT facilitates methodology for delivery.
- ICT enhances provision of content.
“We must ensure that information and communication technologies (ICTs) are used to help unlock the door to education”

Kofi Annan
WHAT KIND OF EDUCATION?

- UNESCO-UNIVOC definition of TVET
- “The acquisition of knowledge and skills for the world of work to increase opportunities for productive work, sustainable livelihoods, personal empowerment and socio-economic development for both women and men, in both urban and rural communities”.

TVET IN AFRICAN COUNTRIES

• TVET Institutions, compared to their more academic counterparts are
  ▫ Smaller in number;
  ▫ Both institution of low status;
  ▫ Progression is slower

• Products from TVET Institutions
  ▪ Still want to get to more academic institutions
  ▪ Are not considered more skilled
“Schools prepare pupils to enter the general workforce or higher education, universities want academic thinkers with strong maths skills, industry wants ready-made workers who don’t require expensive training. And all these stakeholders have different thoughts on how future professionals should be educated”.

*PC PRO*
REQUIREMENTS

- Skills or natural talent
- Subjects seemingly unrelated directly to technical and professional studies (English, Mathematics, Science)
- Attitude and aptitude
- Now ICT as a tool, an enabler.
If all we learn in TVET in ICT is how to turn on a computer, how to do data processing, and how to organize a spreadsheet, then as necessary as all of this is, it is just like learning to drive a car without your having the skills to design or develop new cars for the future.

Know what is going on inside the PC if you are interested in using it as a tool for development.
- De-emphasize acquisition of knowledge to produce graduates with highly academic certificates, diplomas and degrees, but with very little or no skills for the world of work.
- Emphasize education resulting in improvement in the natural talents or skills of people; what they can do!
- ICT can help with the improvements.
Talented or skilled individual should have some formal education to improve the skills and the academically inclined individual should have some skills training to be able to fit into the world of work.

Change is required for all of this; therefore a slow process

Therefore, it is better to concentrate on the youth, especially the girl child, because their skills and natural talents tend to be ignored in the choice of professions.
EXAMPLES

- Secretariat for Information Technology Enabled Services (ITES) with the major objective of:
  - Assisting in the development of a strong and vibrant Private Sector ICT/ITES Industry, by creating an environment, ensuring consistency and uniformity in ITES training nationally and implementing eGhana targeted activities linked to ITES promotion, and supporting ICT SMEs in gaining access to markets.
Three mandates of ITES indicate a strong inclination to standards:

- Formation of Governing Council;
- Establishment of an Expert Group to develop ITES skills-set standards, training curriculum and accreditation mechanisms; and,
- Establishment of a training matching grant programme to provide incentives for training programmes for both trainers and professionals.
TVET SECTOR IN GHANA

- COTVET Law. COTVET is mandated to:
  - Formulate national policies for skills development
  - Rationalize the assessment and certification system in TVET
  - Take measures to ensure quality delivery of and ensure equity in access to TVET

With indications of standardization
COTVET Law provides for a national TVET Qualification Framework with seven levels of competencies:

- Level 1       Proficiency 1
- Level 2       Proficiency 2
- Level 3       Certificate 1
- Level 4       Certificate 2
- Level 5       Diploma
- Level 6       Higher National Diploma
- Level 7       Bachelor of Technology
CRITERIA FOR THE LEVELS

- Range and complexity of skills demonstrated by the qualification holder.
- Variety and complexity of contexts in which knowledge and skills are applied on the job.
- Breath and depth of knowledge and skills (theoretical and practical) possessed.
- Amount of autonomy, discretion and judgement required in the performance of work.
Ghana’s second ICT Awards on May 17th 2008 including top positions for the year in
- ICT4D
- Government ICT Project
- Education/Training ICT Institution

Possible winner next time of institutions and individuals in ICT and TVET?
African ICT Achievers Awards with the theme “Making the African Century a Reality” and recognising and rewarding those

- Who have proven that hey are globally competitive individuals or organisations who have also made a difference in the lives of others less fortunate in helping them to overcome the challenge that each and every African faces in leveraging ICTs to make a difference across our continent.
Development through TVET should be for all because we are a community people.

“Our K-economy Master Plan will not be drafted by the best and brightest, cloistered behind closed doors. The K-economy ... is not an elitist process but one involving the teacher in the classroom to his pupil, to his fisherman father and housewife mother, to the driver who drives the school bus, to the mechanic who maintains it, to the engineer who designs the vehicle, to the entrepreneur who owns the company, to his secretary, the janitor and the chairman of the Board”.

Prime Minister of Malaysia until 2003